



Administration Manual

October 2005



Utah Performance Assessment System for Students

UTAH BASIC SKILLS COMPETENCY TEST

ADMINISTRATION MANUAL

**A Guide for Administering the
Utah Basic Skills Competency Test**

The Utah State Office of Education

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INTRODUCTION

PURPOSE

The Utah Basic Skills Competency Test (UBSCT) is mandated by H.B. 33 (1999) and H.B. 177 (2000). The UBSCT includes three subtests: Writing, Mathematics, and Reading. Beginning with the class of 2006, students must pass every subtest **and** complete all other graduation requirements in order to receive a basic high school diploma.

Utah students are expected take the test for the first time in the spring of their tenth grade year. Each of the subtests stands alone; once a student has passed a subtest, he or she does not need to retake that subtest. However, students may retake subtests they do not pass. The test will be offered twice per year.

The UBSCT is being administered on October 17, 18, and 19, 2005 to any eleventh grade or twelfth grade students who have not passed one or more subtest. Students who are in the tenth, eleventh, or twelfth grade during the 2005-2006 school year need to pass each subtest of the UBSCT to receive a diploma. The test will be offered twice each school year (October and February) so that students will have multiple opportunities to pass. Reports will be created and distributed.

The test questions were written primarily by teachers and reviewed by professional test developers, teacher and administrator representatives, parent representatives, district content specialists, university representatives, and Utah State Office of Education (USOE) specialists in the Evaluation and Assessment, Curriculum, and Students at Risk sections.

Prior to testing, **all** test administrators should read this manual to ensure that testing procedures are understood. Immediately following testing each day, **all** materials are to be returned to the School Site Coordinator in accordance with the procedures detailed in the “Considerations of Test Security and Testing Ethics” section of this manual.

OVERVIEW OF THE TEST

The UBSCT is divided into three subtests: Writing, Mathematics, and Reading. Each subtest must be administered in one session on the same day statewide.

The Writing subtest is in two sections that appear in one booklet. Section 1 contains multiple-choice questions that measure students’ editing skills. Section 2 is a writing prompt. Students are expected to address the prompt in an essay. Students are to complete both sections of the Writing subtest in one sitting, with no break between sections.

The Mathematics subtest is in two sections in the same booklet. Section 1 of the Mathematics subtest contains multiple-choice questions that are to be answered without the use of a calculator. Section 2 of the Mathematics subtest contains multiple-choice questions that may be answered with the aid of a calculator. Students are to complete both sections of the Mathematics subtest in one sitting, with no break between sections. A reference sheet is provided to students for use while taking both sections of the subtest.

The Reading subtest is in one section. It contains several reading selections, each followed by a set of multiple-choice questions.

Braille and large print versions of each subtest are available through the Utah Schools for the Deaf and the Blind. For students who take the Braille or large print version of any subtest, their answer sheet or document should be marked “Accommodated” in the “Special Codes” box.

Students will answer all questions on separate answer sheets. Each subtest has its own answer sheet. Reading and Mathematics have single-page answer sheets. Writing has a multiple-page answer document with space provided for responding to both the multiple-choice questions and the writing prompt.

OVERVIEW OF THE TEST SCHEDULE

The UBSCT is to be administered October 17, 18, and 19, 2005. Each subtest must be administered in one session on the prescribed day as indicated in the schedule below.

Date	Subtest
Monday, October 17, 2005	Writing
Tuesday, October 18, 2005	Mathematics
Wednesday, October 19, 2005	Reading

Although each subject-specific subtest is designed to take about 90 minutes, this is not a timed test. Students should be given all the time they need to complete each subtest. Students who finish a subject-specific subtest early may not work on a subtest from another subject in that same sitting.

For the October 2005 administration of the UBSCT, any eleventh grade or twelfth grade students who have not passed one or more subtests are eligible to participate. Students are expected to take any subtest they have not yet passed. Please be sensitive to student expectations of confidentiality when informing students of the testing schedule and their participation.

Schools will be provided with instructions from the District Testing Director on how to conduct make-up testing in the district. All make-up testing must be completed before the end of the day on October 25.

Total test administration time during the October testing window must allow for the following activities:

Session	Activity	Time Needed
Prep	Apply pre-printed student barcode labels on the answer sheet in the space provided, if not done already	It will depend on the number of answer sheets and labels
Prep	Complete demographic information on the answer sheet, only for students without a pre-printed barcode label	Approximately 10 minutes per subtest before testing begins, for students who do not have a pre-printed barcode label
Writing Subtest	Section 1: Answer multiple-choice test questions Section 2: Write essay for writing prompt	Approximately 90 minutes on October 17, 2005
Mathematics Subtest	Section 1: Answer multiple-choice test questions without the use of a calculator Section 2: Answer multiple-choice test questions with the use of a calculator	Approximately 90 minutes on October 18, 2005
Reading Subtest	Answer multiple-choice test questions	Approximately 90 minutes on October 19, 2005
Make-up Testing	Conducted per district guidelines	It will depend on the district plan

Testing in your school has been scheduled each day at a time that will minimize interruptions for test takers. All students should be tested in surroundings that will provide them with the opportunity to do their best work.

In schools where students in several classrooms are being tested, each class should take the subtests at the same time on the required day. Each testing room should allow adequate space for students to work comfortably and allow for secure testing procedures.

OVERVIEW OF THE TEST MATERIALS

In addition to this manual, your Site Coordinator will distribute sets of test materials for the group of students you will be testing. These materials include test booklets for each student for each subtest, mathematics reference sheets, and blank answer sheets and pre-printed barcode labels for each student for each subtest. Extra blank answer sheets have been provided for students without pre-printed barcode labels as needed. Each student should have his or her own test booklet for each subtest. **Test booklets are not to be reused.** If you need additional test materials, inform your Site Coordinator.

During each subtest, be certain that students are working with the original test materials that were distributed to them at the beginning of the testing session. **Ensure that students mark their answer sheets with the correct date they take each subtest.**

CONSIDERATIONS OF TEST SECURITY AND TESTING ETHICS

TEST SECURITY: All test booklets and supporting materials associated with the UBSCT are confidential and secure. No part of any test booklet may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system. **All test booklets (used and unused), answer sheets (used and unused), and UBSCT Administration Manuals must be returned to your Site Coordinator at the completion of test administration each day.**

UBSCT materials are provided to Utah schools with the assumption that they will be treated as carefully as all state assessments from the standpoint of test security. This means that tests should be handled only by qualified personnel, that a system of test accounting should be in place to ensure that booklets are distributed and collected in a systematic fashion, and that all test booklets are accounted for at the conclusion of testing.

It is extremely important that all staff involved in the distribution and administration of this test follow the directions for administration very carefully. Under **no** circumstances should copies of any test be made.

District Testing Directors and USOE will contact schools as necessary to locate any test booklets and answer sheets that are unaccounted for.

Under **no** circumstances should actual test questions be taught to students. Such a practice violates the security of the test and is professionally unethical and illegal according to Utah state law. In addition, such unethical instruction inappropriately narrows the curriculum that the students receive and results in testing information that no longer fairly represents what students know and can do.

SCORING AND REPORTING

Scoring of the UBSCT will be completed by the testing contractor. Reports will be generated as quickly as possible and distributed to schools and districts. In order to facilitate the quick turnaround of results, it is critical that schools adhere to the test and return of materials schedules.

TEST MODIFICATIONS/EXCUSALS

Every attempt should be made to include students who require minor accommodations. All Utah students are to participate to the fullest extent possible in the Utah Performance Assessment System for Students (U-PASS), including the UBSCT. To meet students' special needs, testing accommodations and modifications are allowed to enable students to better demonstrate their knowledge and skills.

Decisions regarding the provision of accommodations or modifications or excusing students from the UB SCT should parallel the instructional adaptations established for the student.

You must consult official state guidelines on accommodations and excusals. This document is titled *Requirements for Participation of Students with Special Needs in the Utah Performance Assessment System for Students (U-PASS)*. This document is available on the USOE Web site (www.usoe.k12.ut.us/eval).

According to UT Admin Code R277-705-6 part 3, “students eligible for accommodations, assistive devices, or other special conditions during testing shall submit appropriate documentation at the test site.”

Accommodated Students. Testing accommodations and modifications are allowed for students with disabilities who have an Individualized Education Plan (IEP) and those students who have a §504 Education Plan. Students who are officially identified as English Language Learners (ELL) or Limited English Proficient (LEP) **may** also be eligible for testing accommodations. You must refer to the state’s official guidelines to determine whether an ELL or LEP student can be accommodated. Please note that for the UB SCT Writing subtest, only essays written in English will be scored. Testing accommodations must be justified and documented in the student’s IEP, §504, or ELL plan and should be aligned with instruction. Accommodations should have been incorporated in the student’s instruction all year rather than be introduced for the first time in the testing of a student. Arrangements for testing accommodations and modifications should be made well in advance of testing to ensure a smooth test administration.

If accommodations or modifications other than those already reviewed and approved by the State (UB SCT) Advisory Board (as authorized by the Utah State Board of Education) are recommended by the IEP, §504, or by the ELL team for students taking the UB SCT, the recommendation will be reviewed by the Advisory Board to determine whether the accommodation and/or modification is likely to compromise the test such that it becomes questionable whether the student has shown evidence of possessing the basic skills outlined in the curriculum.

Excused Students. Students who are unable to communicate their responses even with accommodations and/or test modifications may be excused (not exempted) from testing. Decisions shall be made during an IEP committee meeting or ELL team meeting on an individual student basis. Students who have an emergency medical condition or who are experiencing extreme psychological distress may also be excused from testing.

A student who wishes, for any reason, to be excused from taking the UB SCT must notify the Site Coordinator, provide documentation of the request and reasons for wishing to be excused, and provide a signed form from the parent(s) or guardian indicating that both the parent(s)/guardian and student are fully aware of the consequences of missing an opportunity to take and pass the test. Any issues that cannot be resolved at the district level regarding whether a student may be excused will be the responsibility of the State UB SCT Advisory Board (as authorized by the Utah State Board of Education) and will be decided on a case-by-case basis.

GENERAL GUIDELINES FOR TEST ADMINISTRATION

PREPARATION FOR THE TEST

- **The test is not timed.** Plan for sufficient time to administer each subtest. Although each subtest is designed to take 90 minutes, students should be given enough time to attempt to answer each question in each subtest. Allow extra time for passing out materials and reading directions.
- Organize sufficient materials as described in the next section.
- Become familiar with all directions before administering the test.
- Have a roster of the students who are taking the test under your supervision. The roster must include student numbers.
- Obtain your district/school code from your Site Coordinator.
- **Be sure that there is an answer sheet with a pre-printed barcode label applied correctly for each student on your roster.** Any student without a pre-printed answer sheet will need to record his or her information on a blank answer sheet without a label. See the instructions for applying barcode labels and completing blank answer sheets beginning on page 8.
- Have an extra test booklet and an answer sheet available for demonstration purposes.

MATERIALS NEEDED FOR TESTING

- A supply of sharpened #2 pencils with erasers (students may not use pens, colored pencils, crayons, or markers).
- A copy of this *UBSCT Administration Manual*.
- A test booklet for each student.
- An answer sheet with a pre-printed barcode label applied for each student and additional blank answer sheets, if needed.
- A “TESTING—DO NOT DISTURB” sign for the door.
- A reference sheet for each student for use during both sections of the Mathematics subtest.
- Calculators for the Mathematics subtest (Section 2 only).

Note: All calculations must be done in the test booklet; scratch paper is not allowed for this test. Students should have books to read in case they finish the test before the rest of the group.

ARRANGING THE ROOM FOR TESTING

- Put the “TESTING—DO NOT DISTURB” sign on the door to the room.
- Arrange seating so that the students are encouraged to work independently, preferably with the desks facing the front of the room.
- Avoid noisy interruptions during the test. It is recommended that you notify your school office that testing is taking place and therefore interruptions should be made only in the case of an emergency. Circumstances over which you have no control (e.g., power failures or fire alarms) may interrupt testing. If such an interruption occurs, instruct students to insert their answer sheets in their subtest booklets and to close their booklets. When normal conditions are restored, resume testing. Interruptions should not reduce the total amount of time students are given to complete a subtest.
- Students may not use dictionaries or other standard reference materials or have them on their desks. Word walls and/or similar materials displayed in a classroom are **not** considered standard reference materials and may remain in place.
- Each student should work alone. There should be no group discussion on any part of the test.

MONITORING THE TEST

- When the test session has begun, move around the room to be sure that all students are working on the test.
- Be certain that students understand how to fill in the appropriate spaces on their answer sheets.
- Provide the instruction that a student whose pencil breaks should raise his or her hand. Supply the student with a new pencil.
- During testing, keep communication between you and the students to a minimum.
- Create a positive, nonthreatening environment in which students feel as comfortable as possible by encouraging students to try every question and to make logical guesses if they are unsure of an answer. Remind students that, if necessary, they may look back in the selection they just read to find answers.
- Let students know that it is okay if they do not know a specific answer.
- During the Mathematics subtest, be sure that students only have access to a calculator during Section 2.

DETAILED DIRECTIONS FOR TEST ADMINISTRATION**INSTRUCTIONS FOR APPLYING PRE-PRINTED STUDENT
BARCODE LABELS TO ANSWER SHEETS**

For each UBSCT subtest a student was registered to take, two barcode labels pre-printed with the student's name were sent to your school along with other test materials. **Application of one of these pre-printed barcode labels to each subtest answer sheet for each student is the responsibility of the Site Coordinator or the Test Administrator.** A second label was provided for each student in case the first label for that student was defaced or applied improperly. Specific responsibility for the application of labels to answer sheets will be determined by your Site Coordinator before testing.

If pre-printed barcode labels have not been applied to answer sheets when you receive them, apply one label per student per subtest to the appropriate answer sheet in the shaded box marked "Place Label Here" before testing begins and before testing materials are distributed to students. Labels must be placed squarely within the space provided and centered for accurate reading by scanners. When distributing answer sheets to students, ensure students receive the answer sheet with their specific pre-printed barcode label. Allow sufficient time to apply barcode labels to answer sheets before testing begins, based on the number of students to whom you will administer the subtest.

For all students with a pre-printed barcode label, ensure that they DO NOT complete the demographic information grids on their answer sheet as the label contains this information in its barcode. If an answer sheet has a barcode label, the demographic fields on the answer sheet will not be read. If information on a label is incorrect, do not use it and have the student complete a blank answer sheet as described in the next section.

**INSTRUCTIONS FOR COMPLETING BLANK ANSWER SHEETS
WITHOUT PRE-PRINTED BARCODE LABELS**

Students who were registered for a subtest should have answer sheets with a pre-printed barcode label. **For these students with pre-printed barcode labels, ensure that they DO NOT complete the demographic information grids on the answer sheet.**

If any students in your group do not have a pre-printed barcode label for their answer sheets, or their pre-printed barcode label is incorrect, use these instructions to complete the demographic portion of a blank answer sheet. Schedule approximately 10 minutes **before the first testing session** for students without a pre-printed barcode label to fill in the student information section of their answer sheets. Note: There is a separate answer sheet for each subtest.

During this session, only students **without** a pre-printed barcode label will complete the student information sections of their answer sheets. Put a rough representation of these sections on the board. Provide specific examples of how each student should enter his or her name, student number, gender, and other information.

IMPORTANT

All directions following the word “SAY” are to be read to students. “PAUSE” means pause briefly.

SAY:

Be sure that your pencil is a sharpened #2 pencil. If you do not have a sharpened #2 pencil, please raise your hand. You may not use a pen on this test.

Ensure that each student has a sharpened #2 pencil.

SAY:

I am now going to distribute answer sheets to each of you. Do not write on the answer sheets at this time.

Distribute answer sheets to each student. PAUSE while students look through their materials. Note that the Writing answer document is different from the Reading and Mathematics answer sheets.

SAY:

If you do not have a pre-printed barcode label on your answer sheet, you will now complete the demographic information sections on the answer sheets. If you do have a label on your answer sheet, do not complete this information.

It is very important that you complete all of the information carefully and correctly. Listen carefully and follow the instructions exactly as I give them. You will need to complete each step of the instructions for all of the answer sheets I have given you. If at any time you are not ready to continue with the next step, please raise your hand.

Turn the answer sheet so that the lines labeled “Last Name,” “First Name,” and “M” are at the top of the page. Carefully print your last name, first name, and middle initial in the boxes provided. Fill in the corresponding circle for each letter of your name. Use the name that matches your school records.

PAUSE while students write.

Provide a specific example on the board. There may be a few students whose last names are too long for the space provided. In that case, only the first fourteen letters should be provided. Similarly, only twelve letters of the first name are to be entered. The last column is reserved for the middle initial. Students should **not** enter apostrophe marks or hyphens.

Check all students’ answer sheets before you go on. It is the responsibility of school personnel to verify that students correctly encode their names and all other demographic information if they do not have a pre-printed barcode label.

SAY:

Look at the section labeled “Student Number.” If you are unsure of your student number, I can provide it to you. Please copy your student number into the boxes. Enter only one number per box. Make sure you copy the number correctly.

If the student numbers used in your district have fewer than ten digits, please use zeros to fill in the left-hand columns; for example, 0001234567.

SAY:

Now darken the circles below the boxes that match the numbers you have written.

PAUSE.

Ensure students with a pre-printed barcode label are not completing the information grids on their answer sheet.

SAY:

Find the section that is labeled "Gender." Fill in the appropriate circle.

PAUSE.

Write your district/school code on the board for the students to see. Your district/school code is available from your Site Coordinator.

SAY:

Now, look at the section labeled "District/School Code." In the empty boxes, write the district/school code you see on the board. Put one digit in each box. Then, fill in the circles that match those digits.

PAUSE.

SAY:

Now find the section labeled "Grade." Fill in the circle that corresponds to your grade.

PAUSE.

SAY:

Do not mark in the "Special Codes" box or the "Test Date" box at this time.

PAUSE.

SAY:

This completes the demographic section of the answer sheet. If you have other answer sheets, fill them out in the same manner now.

After you have collected the answer sheets, follow the security procedures in effect for your building until the test materials are needed again.

Remember that each individual in possession of test materials at any time will be held accountable for the security of his or her test inventory.

SPECIFIC DIRECTIONS FOR ADMINISTERING THE WRITING SUBTEST

MONDAY, OCTOBER 17, 2005

As the person responsible for administering the UBSCT, you do not need special training, but you must be able to carry out standard examination procedures. To ensure accurate and reliable results, you should become thoroughly familiar with these procedures before administering the Writing subtest.

Try to maintain a natural classroom atmosphere during test administration. Encourage students to do their best. Check periodically to be sure that students are recording responses until they have completed the subtest.

Be sure all student desks or tables are cleared of books or other materials not needed for the test. See that each student has a sharpened #2 pencil and an eraser.

Be certain that you have a test booklet and an answer sheet for demonstration purposes. Put a rough representation of the test date box from the answer sheet on the board so you can demonstrate how to record date information.

IMPORTANT

All directions following the word “SAY” are to be read to students. “PAUSE” means pause briefly.

SAY:

Today you will be taking the Writing subtest of the Utah Basic Skills Competency Test. This subtest is in two sections. Section 1 contains multiple-choice questions. Section 2 contains a writing prompt. This subtest is not timed. We have scheduled 90 minutes to complete the subtest; however, if you need additional time, let me know at the end of the testing session and more time will be made available for you.

Be sure that your pencil is a sharpened #2 pencil. If you do not have a sharpened #2 pencil, please raise your hand. You may not use a pen on this test.

Ensure that all students have a sharpened #2 pencil.

SAY:

I am now going to distribute a test booklet and answer document to each of you. Do not write on the test booklet or answer document at this time.

Distribute the test booklets and answer documents to the students. **Be sure each student has the answer document on which his or her name has been either pre-printed on a barcode label or hand-recorded.**

SAY:

Look at the test booklet and the answer document I have given you. Be sure both items are for the Writing subtest. Turn your answer document so that the “Instructions” side is face up. Be sure your name is on the answer document. If you do not have your answer document, please raise your hand.

Once all students have their own materials, read the following instructions.

SAY:

Locate the space for “Test Date” on your answer sheet. Record today’s date in the boxes provided and fill in the corresponding circles.

Note: All students, regardless of whether or not they have a pre-printed barcode label, should complete the “Test Date” portion of their answer document. Check all students’ answer sheets before you go on. **It is the responsibility of school personnel to verify that students have a pre-printed barcode label applied to their answer document or have correctly encoded their names and all other demographic information if a barcode label was not provided.**

SAY:

When you get to Section 2 of the Writing subtest, you will write your response in pencil inside the Writing Answer Document in the space provided. Only essays written in English will be scored.

Now arrange your answer document so that you are looking at the page where you will mark your multiple-choice answers.

PAUSE.

SAY:

Do your best so that your work shows what you know about writing. When you have found the answer to a multiple-choice question, fill in the corresponding circle on your answer document. Mark only one answer for each question.

If you need a new pencil during testing, raise your hand and I will bring one to you.

Do not mark your answers in the test booklet. Mark your answers on the answer document. Look at the top of the answer document. Read the “Important Directions for Marking Answers” section to yourself as I read it aloud: “Use a #2 black lead pencil only. Make heavy black marks that fill the circle completely. Erase clearly any answer you wish to change. Make no stray marks on this answer document.”

To mark your answers, fill in the circle for the answer you have chosen. Be sure to answer each question.

Open your test booklets to page one and read the general directions to yourself as I read them aloud:

“The Writing subtest of the Utah Basic Skills Competency Test has two sections.

“Section 1

“Section 1 has multiple-choice questions. Work carefully. You will have sufficient time to answer all of the questions. When you reach the end of Section 1 you may check your answers for Section 1 before going on to Section 2.

“Read each question carefully. If you do not know the answer to a question, go on to other questions in the same section and return to the unanswered questions later. If you skip a question, make sure that you leave the corresponding answer blank on your answer document.”

“Multiple-choice questions require you to choose the best answer from four answer choices. After you choose an answer, fill in the circle for your answer in the space provided on your answer document. Mark only one answer to each question. No credit will be given for multiple marks. If you wish to change an answer, erase the old mark completely before marking a new one.”

“Section 2

“Section 2 is a writing prompt. You will be asked to respond to the prompt by writing an essay in the space provided on the answer document. You may not use additional paper to complete your essay. Your essay must be contained within the answer document. Only essays written in English will be scored.”

Are there any questions about how or where to mark your answers on the answer document?

Answer any procedural questions the students ask.

SAY:

Once you have completed Section 1, you may go directly on to Section 2. Once you have gone on to Section 2, you may not go back to Section 1 questions.

You may turn the page and begin.

While students are working, walk around the room to ensure that they are answering all of the questions.

In response to students' queries about test questions, it is acceptable to restate the test questions. You may not, however, reword any test questions.

If your students seem to be looking to others for answers, remind students that each must work alone.

Ensure that students do not return to Section 1 after they have begun responding to the writing prompt in Section 2.

When the students have finished the test, read the instructions below.

SAY:

This concludes the Writing subtest of the Utah Basic Skills Competency Test.

Collect the test booklets and answer documents. Verify that all booklets and other materials have been collected. Check each answer document to ensure that all information, including the student's name, is properly recorded.

For all answer documents with pre-printed barcode labels that were not used by a student during regular or make-up testing, the "Special Codes" box must be filled in. Choose the code that best explains why the answer document was not used by the student.

When you have finished checking all materials, return them to your Site Coordinator.

SPECIFIC DIRECTIONS FOR ADMINISTERING THE MATHEMATICS SUBTEST TUESDAY, OCTOBER 18, 2005

As the person responsible for administering the UBSCT, you do not need special training, but you must be able to carry out standard examination procedures. To ensure accurate and reliable results, you should become thoroughly familiar with these procedures before administering the Mathematics subtest.

Try to maintain a natural classroom atmosphere during test administration. Encourage students to do their best. Check periodically to ensure that students are recording responses until they have completed the subtest.

Be sure all student desks or tables are cleared of books or other materials not needed for the test. See that each student has a sharpened #2 pencil and an eraser.

Be certain that you have a test booklet and an answer sheet for demonstration purposes. Put a rough representation of the test date box from the answer sheet on the board so that you can demonstrate how to record date information.

SAY:

Today you will be taking the Mathematics subtest of the Utah Basic Skills Competency Test. This subtest is not timed. We have scheduled 90 minutes to complete the subtest; however, if you need additional time, let me know at the end of the testing session and more time will be made available for you.

Be sure that your pencil is a sharpened #2 pencil. If you do not have a sharpened #2 pencil, please raise your hand. You may not use a pen on this test.

Ensure that all students have a sharpened #2 pencil.

SAY:

The Mathematics subtest is divided into two sections in a single test booklet. Section 1 is non-calculator; the multiple-choice questions in Section 1 must be answered without the use of a calculator. You may use your calculator for Section 2 only. If you do not have a calculator for Section 2, I will provide you with one. I am now going to distribute the test booklet, a reference sheet, and an answer sheet to each of you. Do not write on the test booklet or answer sheet at this time.

Distribute a Mathematics test booklet, a reference sheet, and an answer sheet to each student. **Be sure each student has the answer sheet on which his or her name has been either pre-printed on a barcode label or hand-recorded.**

SAY:

Look at the test booklet and the answer sheet I have given you. Be sure both items are for the Mathematics subtest. Be sure your name is on the answer sheet. If you do not have your answer sheet, please raise your hand.

Once all students have their own materials, read the following instructions.

SAY:

Locate the space for “Test Date” on your answer sheet. Record today’s date in the boxes provided and fill in the corresponding circles.

Note: All students, regardless of whether or not they have a pre-printed barcode label, should complete the “Test Date” portion of their answer sheet. Check all students’ answer sheets before you go on. **It is the responsibility of school personnel to verify that students have a pre-printed barcode label applied to their answer sheet or have correctly encoded their names and all other demographic information if a barcode label was not provided.**

SAY:

You will complete Section 1 first without using your calculator. Only when you have completed Section 1 and begin work in Section 2 may you start using your calculator. Once you begin Section 2, you may not go back to Section 1 questions.

Do your best so that your work shows what you know about mathematics. When you have found the answer to a question, fill in the corresponding circle on your answer sheet. Mark only one answer for each question.

If you need a new pencil during testing, raise your hand and I will bring one to you.

Do not mark your answers in the test booklet. Mark your answers on the answer sheet. Look at the top of the answer sheet. Read the “Important Directions for Marking Answers” section to yourself as I read it aloud: “Use a #2 black lead pencil only. Make heavy black marks that fill the circle completely. Erase clearly any answer you wish to change. Make no stray marks on this answer sheet.”

To mark your answers, fill in the circle for the answer you have chosen. Be sure to answer each question.

Open your test booklets to page one and read the general directions to yourself as I read them aloud:

“The Mathematics subtest of the Utah Basic Skills Competency Test has two sections.

“Section 1: Non-Calculator

“You may not use a calculator on this section of the test. When you reach the end of Section 1 and have answered all of the questions, begin working in Section 2 using your calculator. You cannot return to Section 1 after starting Section 2.

“You will have a Mathematics Reference Sheet to help you answer questions. Please do all of your work in the test booklet.

“Work carefully. You will have sufficient time to answer all of the questions. Once you finish all of the questions in this section, you may check your work in this test section only. Do not look at the questions in Section 2 until you have reviewed and answered all of the questions in Section 1.

“Read each question carefully. If you do not know the answer to a question, go on to other questions in Section 1 and return to the unanswered question later. If you skip a question, make

sure that you leave the corresponding answer blank on your answer sheet.

“Multiple-choice questions require you to choose the best answer from four answer choices. After you choose an answer, fill in the circle for your answer in the space provided on your answer sheet. Mark only one answer to each question. No credit will be given for multiple marks. If you wish to change an answer, erase the old mark completely before marking a new one.”

Are there any questions about how or where to mark your answers on the answer sheet?

Answer any procedural questions the students ask.

SAY:

You may turn the page and begin.

While students are working, walk around the room to ensure that they are answering all of the questions.

In response to students' queries about test questions, it is acceptable to restate the test questions. You may not, however, reword any test questions.

If your students seem to be looking to others for answers, remind students that each must work alone.

Ensure that students do not return to Section 1 after they have begun work in Section 2. Be sure that students working on Section 1 **do not** have access to their calculators.

When the students have finished the test, read the instructions below.

SAY:

This concludes the Mathematics subtest of the Utah Basic Skills Competency Test.

Collect the test booklets and answer sheets. Verify that all booklets and other materials have been collected. Check each answer sheet to ensure that all information, including the student's name, is properly recorded.

For all answer sheets with pre-printed barcode labels that were not used by a student during regular and make-up testing, the "Special Codes" box must be filled in. Choose the code that best explains why the answer sheet was not used by the student.

When you have finished checking all materials, return them to your Site Coordinator.

SPECIFIC DIRECTIONS FOR ADMINISTERING THE READING SUBTEST WEDNESDAY, OCTOBER 19, 2005

As the person responsible for administering the UBSCT, you do not need special training, but you must be able to carry out standard examination procedures. To ensure accurate and reliable results, you should become thoroughly familiar with these procedures before administering the Reading subtest.

Try to maintain a natural classroom atmosphere during test administration. Encourage students to do their best. Check periodically to be sure that students are recording responses until they have completed the subtest.

Be sure all student desks or tables are cleared of books or other materials not needed for the test. See that each student has a sharpened #2 pencil and an eraser.

Be certain that you have a test booklet and an answer sheet for demonstration purposes. Put a rough representation of the test date box from the answer sheet on the board so that you can demonstrate how to record date information.

SAY:

Today you will be taking the Reading subtest of the Utah Basic Skills Competency Test. This subtest is not timed. We have scheduled 90 minutes to complete the subtest; however, if you need additional time, let me know at the end of the testing session and more time will be made available for you.

Be sure that your pencil is a sharpened #2 pencil. If you do not have a sharpened #2 pencil, please raise your hand. You may not use a pen on this test.

Ensure that all students have a sharpened #2 pencil.

SAY:

I am now going to distribute a test booklet and answer sheet to each of you. Do not write on the test booklet or answer sheet at this time.

Distribute the test booklets and answer sheets to the students. **Be sure each student has the answer sheet on which his or her name has been either pre-printed on a barcode label or hand-recorded.**

SAY:

Look at the test booklet and the answer sheet I have given you. Be sure both items are for the Reading subtest. Be sure your name is on the answer sheet. If you do not have your answer sheet, please raise your hand.

Once all students have their own materials, read the following instructions.

SAY:

Locate the space for "Test Date" on your answer sheet. Record today's date in the boxes provided and fill in the corresponding circles.

Note: All students, regardless of whether or not they have a pre-printed barcode label, should complete the “Test Date” portion of their answer sheet. Check all students’ answer sheets before you go on. **It is the responsibility of school personnel to verify that students have a pre-printed barcode label applied to their answer sheet or have correctly encoded their names and all other demographic information if a barcode label was not provided.**

SAY:

Do your best so that your work shows what you know about reading. When you have found the answer to a question, fill in the corresponding circle on your answer sheet. Mark only one answer for each question.

If you need a new pencil during testing, raise your hand and I will bring one to you.

Do not mark your answers in the test booklet. Mark your answers on the answer sheet. Look at the top of the answer sheet. Read the “Important Directions for Marking Answers” section to yourself as I read it aloud: “Use a #2 black lead pencil only. Make heavy black marks that fill the circle completely. Erase clearly any answer you wish to change. Make no stray marks on this answer sheet.”

To mark your answers, fill in the circle for the answer you have chosen. Be sure to answer each question.

Open your test booklets to page one and read the general directions to yourself as I read them aloud:

“This is the Reading subtest of the Utah Basic Skills Competency Test. Work carefully. You will have sufficient time to answer all of the questions. When you reach the stop sign, you have reached the end of the subtest.

“Read each question carefully. If you do not know the answer to a question, go on to other questions and return to the unanswered questions later. If you skip a question, make sure that you leave the corresponding answer blank on your answer sheet.

“Multiple-choice questions require you to choose the best answer from four answer choices. After you choose an answer, fill in the circle for your answer in the space provided on your answer sheet. Mark only one answer to each question. No credit will be given for multiple marks. If you wish to change an answer, erase the old mark completely before marking a new one.

“When answering the reading questions, it is important to go back to the selection as often as necessary to help you answer the questions.”

Are there any questions about how or where to mark your answers on the answer sheet?

Answer any procedural questions the students ask.

SAY:

You may turn the page and begin.

While students are working, walk around the room to ensure that they are answering all of the questions.

In response to students' queries about test questions, it is acceptable to restate the test questions. You may not, however, reword any test questions.

If your students seem to be looking to others for answers, remind students that each must work alone.

When the students have finished the test, read the instructions below.

SAY:

This concludes the Reading subtest of the Utah Basic Skills Competency Test.

Collect the test booklets and answer sheets. Verify that all booklets and other materials have been collected. Check each answer sheet to ensure that all information, including the student's name, is properly recorded.

For all answer sheets with pre-printed barcode labels that were not used by a student during regular or make-up testing, the "Special Codes" box must be filled in. Choose the code that best explains why the answer sheet was not used by the student.

When you have finished checking all materials, return them to your Site Coordinator.

**THANK YOU VERY MUCH FOR YOUR HELP IN ADMINISTERING
THE UTAH BASIC SKILLS COMPETENCY TEST.**



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